Dyslexia Intervention:

Key to
Achieving
Utah's
Education
Goals

Prepared by Decoding Dyslexia-Utah



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Our Goals for Today's Meeting

- Share science-based information about dyslexia
- Discuss gaps in current educational practices for students with dyslexia
- Explain how serving students with dyslexia will support the Governor's education goals
 - All students reading at grade level by 3rd grade
- Share our recommendations
 - Early screening for all struggling readers
 - Evidence-based reading instruction for all students, including those with dyslexia
 - Professional development for teachers

Part 1: Science-Based Information on Dyslexia

What is dyslexia?

- Dyslexia is a specific learning disability that is neurological in origin.
- It is characterized by difficulties with accurate and / or fluent word recognition, by poor spelling, and decoding abilities. Secondary effects dyslexia may include problems in reading comprehension.
- These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. (International Dyslexia Association, 2002)

What is Dyslexia



By Kelli Sandman-Hurley, Ed.D.

TED-Ed Video

- What is Dyslexia?
- By Kelli Sandman-Hurley, Ed.D.
 - Doctorate in Literacy with a specialization in reading and dyslexia from San Diego State University and the University of San Diego
 - Director, Dyslexia Training Institute
 San Diego, CA

Prevalence of Dyslexia

- "Depending on the definition chosen, the prevalence of reading disability is approximately 5% to 20% of school-aged children in the United States." (American Academy of Pediatrics, 2011)
- "Dyslexia is persistent: A student who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade and a 75% probability of reading poorly in high school." (Gabrieli, 2009)

Reading Gap Chart



How is Dyslexia Identified?

- "There is no single standardized test used to identify dyslexia, so a comprehensive evaluation is necessary.
- Public schools test for eligibility for Special Education services. They do not diagnose or rule out Dyslexia.
- A screening for Dyslexia can be conducted by trained specialists.
- In Utah a diagnosis of Dyslexia can only be made by Neuropsychologists.

(Utah Code 58, American Academy of Pediatrics, 2011)

Treatment for Dyslexia

 While dyslexia is a neurologically based condition, the treatment is not medical but <u>educational!</u>

 Research shows that 95% of reading failure is preventable—by using appropriate reading systems and welltrained teachers. (Shaywitz) Part 2:
Gaps in current educational practices for students with dyslexia

Lack of identification and interventions for dyslexics.

- Currently when parents approach the school system with concerns about dyslexia the following are typical:
 - o A screening for Special Education services
 - o Parents are advised to "wait and see"
 - Lack of communication: parents want a "diagnoses" and/or educators say we don't work with, test for or believe in dyslexia.

Need a General Education & Special Education bridge

- Dyslexic students are found in both
 Special Education and more frequently in General Education
- They qualify for Special Education under "Specific Learning Disabilities"
- Appropriate intervention are critical in General Education
- Consistent and correlated interventions in both General and Special Education are needed.

Elements of Effective Instruction

- "Most children with dyslexia need help from a teacher, tutor, or therapist who has been specially trained in using a multisensory, structured language approach.
- It is important for these children to be taught by a sequenced, systematic and explicit method that involves several senses (hearing, seeing, touching) at the same time.
- Remedial programs should include specific instruction in decoding, fluency training, vocabulary, and comprehension."

(American Academy of Pediatrics, 2011)

Orton-Gillingham Approach

- The Orton-Gillingham approach is the foundation for successful reading instruction for students with dyslexia
- Developed in the 1920s and 1930s by Samuel T. Orton and Anna Gillingham
- Includes the following elements:
 - Personalized
 - Multisensory
 - Diagnostic and prescriptive
 - Direct instruction
 - Systematic phonics
 - Structured, sequential, incremental, and cumulative
 - Paced for mastery
 - Continuous feedback and positive reinforcement

Multisensory Approach is Key!

 Any intervention for struggling readers, including dyslexics should be multisensory!

• See It



• Hear It



Say It



Touch It

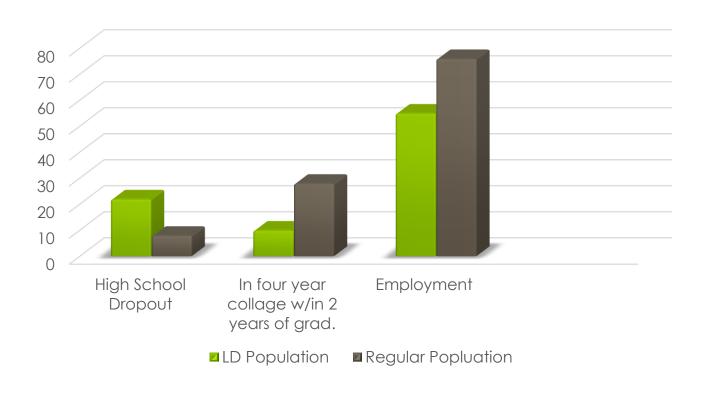


Benefits of Early Intervention

- "The best current approach to the problem of reading failure is to allocate resources for prevention and early identification.
- Prevention and early phonologic awareness intervention programs in kindergarten through 2nd grade can increase reading skills in many poor readers to average reading levels.
- Torgesen reviewed many studies on early intervention and found that when intervention began in the 1st grade, the expected incidence of reading disability of 12% -18% was reduced substantially to 1.6% -6%."

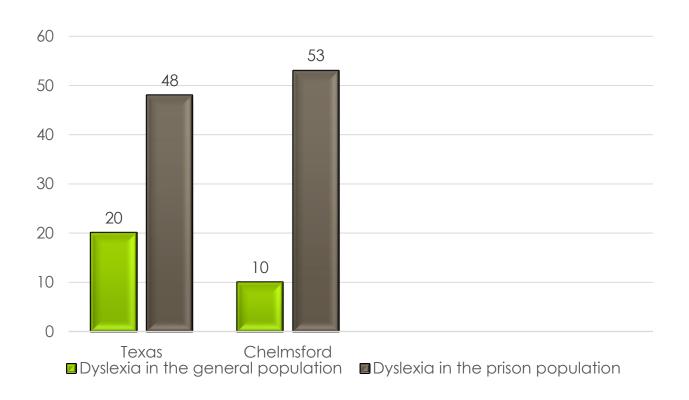
(American Academy of Pediatrics, 2011)

Learning Disabilities Outcomes



National Center for Learning Disabilities: Fast Facts

Outcomes for dyslexics in prison



Source: Kathryn Currier Moody, The Dyslexia Study in Texas Prisons (2000); Dyslexia Behind Bars – The Chelmsford Prison Project (2012) Jackie Hewitt-Main;

Part 3: Helping Utah Achieve Its Education Goals

Utah's Pace Goals 2020

- Call to Action: 66% of adult Utahns will have a postsecondary degree or professional certification by 2020.
- **Objective 1:** Ensure our school children achieve reading proficiency by the end of 3rd Grade.
- **Action Item:** Expand early intervention programs for at-risk students.

(Utah PACE Booklet, 2013)

Getting All Students Reading at Grade Level by 3rd Grade

- We know that 5%-20% of students have dyslexia, a neurologically-based reading disorder.
- We must identify students with dyslexia early (no later than 1st grade) and use proven instructional strategies if we hope to get all Utah students reading at grade level by 3rd grade.
- By using scientific research to guide reading instruction, Utah can achieve its 3rd grade reading goals.

Part 4:
Our Recommendations

Our Recommendations

- Use current screenings (DIBLES) and secondary screening for students at risk for reading difficulties including dyslexia in K and 1st grade.
- Use evidence-based methods for teaching reading and writing skills in a multi tiered system with correlation between General Education and Special Education for at risk students including those with dyslexia.
- Use the International Dyslexia Association's "Knowledge and Practice Standards for Teachers of Reading" to provide multisensory teaching technics for teacher professional development.

Recommendation

- Provide written guidance to Special Education Director to developing effective identification and interventions for struggling readers, including dyslexics.
- Recommend congruency between identification, and interventions for reading and writing programs in:
 - Teaching and Learning
 - Educational Equality

Thank you for your time!

